

## BOUNDARY STREET ELEMENTARY

1406 Boundary Street  
Newberry, SC 29108

**GRADES** PK-3 Elementary School

**ENROLLMENT** 441 Students

**PRINCIPAL** John DeFelice 803-321-2616

**SUPERINTENDENT** Dr. V. Keith Callicutt 803-321-2600

**BOARD CHAIR** Lee Attaway 803-345-7083

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	57	6	0

#### IMPROVEMENT RATING:

#### EXCELLENT

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

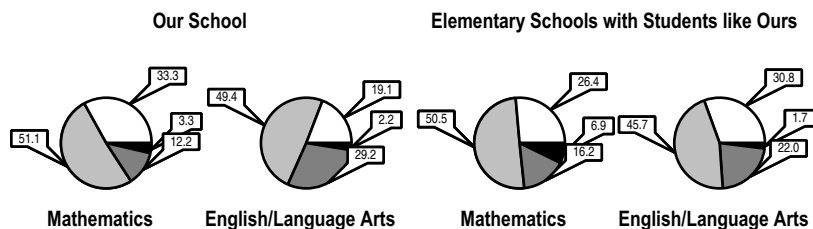
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




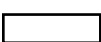
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Excellent	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	41	84	62
Percent satisfied with learning environment	97.6%	88.9%	86.7%
Percent satisfied with social and physical environment	90.2%	91.7%	83.1%
Percent satisfied with home-school relations	60.0%	91.7%	82.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	99	99.0	19.1	49.4	29.2	2.2	31.5	17.6
Gender								
Male	56	100.0	21.6	52.9	25.5	N/A	25.5	17.6
Female	43	97.7	15.8	44.7	34.2	5.3	39.5	17.6
Racial/Ethnic Group								
White	33	100.0	6.5	41.9	45.2	6.5	51.6	17.6
African-American	54	100.0	26.0	56.0	18.0	N/A	18.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	91.7	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	72	98.6	12.5	45.3	39.1	3.1	42.2	17.6
Disabled	27	100.0	36.0	60.0	4.0	N/A	4.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	99	99.0	19.3	50.0	28.4	2.3	30.7	17.6
English Proficiency								
Limited English proficient	8	87.5	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	91	100.0	16.9	50.6	30.1	2.4	32.5	17.6
Socio-Economic Status								
Subsidized meals	73	98.6	23.8	52.4	22.2	1.6	23.8	17.6
Full-pay meals	26	100.0	7.7	42.3	46.2	3.8	50.0	17.6

Mathematics								
All students	99	100.0	33.3	51.1	12.2	3.3	15.6	15.5
Gender								
Male	56	100.0	29.4	56.9	9.8	3.9	13.7	15.5
Female	43	100.0	38.5	43.6	15.4	2.6	17.9	15.5
Racial/Ethnic Group								
White	33	100.0	22.6	45.2	25.8	6.5	32.3	15.5
African-American	54	100.0	44.0	52.0	4.0	N/A	4.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	72	100.0	23.1	56.9	15.4	4.6	20.0	15.5
Disabled	27	100.0	60.0	36.0	4.0	N/A	4.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	99	100.0	33.0	52.3	11.4	3.4	14.8	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	91	100.0	33.7	50.6	13.3	2.4	15.7	15.5
Socio-Economic Status								
Subsidized meals	73	100.0	37.5	53.1	7.8	1.6	9.4	15.5
Full-pay meals	26	100.0	23.1	46.2	23.1	7.7	30.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	115	N/A	31.6	50.0	17.5	0.9	18.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	99.0	19.1	49.4	29.2	2.2	31.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	115	N/A	53.5	35.1	8.8	2.6	11.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	100.0	33.3	51.1	12.2	3.3	15.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 441)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	94.9%	Down from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.9%	Down from 50.0%	10.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.0%	Down from 4.8%	8.9%	8.0%
Older than usual for grade	0.2%	Down from 1.1%	1.4%	1.1%
Suspended or expelled	0.2%	Down from 1.5%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	35.1%	Up from 30.8%	43.8%	50.0%
Continuing contract teachers	73.0%	Down from 74.4%	85.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.3%	Up from 78.9%	86.0%	86.2%
Teacher attendance rate	95.8%	Down from 96.7%	95.0%	95.3%
Average teacher salary	\$37,321	Up 0.8%	\$39,348	\$39,909
Prof. development days/teacher	15.5 days	Up from 9.1 days	11.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	17.3 to 1	Up from 12.3 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 91.8%	89.6%	89.7%
Dollars spent per pupil*	\$5,669	Up 3.8%	\$6,034	\$5,892
Percent spent on teacher salaries*	71.9%	Down from 74.9%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 75.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Boundary Street Elementary School made significant progress during the 2002-2003 school year. Several staff members conducted workshops and made professional presentations within the district as well as at state conferences. Several teachers were awarded grants to improve instruction. One teacher successfully earned National Board Certification.

Test results indicated a continued need to focus additional effort in developing students' skills in Reading/Language Arts and Math. Extensive professional development opportunities helped to equip our teachers to better meet the needs of their students. As our Hispanic population has continued to grow, so have our faculty members who work with English as a Second Language (ESOL). We have continued to upgrade our technology resources and equipped a second computer lab this year. Enthusiastic participation in our Accelerated Reader Program was yet another indication of the reading progress of our students. An after-school program also enhanced our instructional program. Students helped to construct an "Outdoor Learning Center" on our school campus. This will serve to facilitate more hands-on instructional engagements and continued integration of our curriculum. Second- and third-grade students received science instruction in our Science Lab.

Boundary Street Elementary utilized additional resources and support from the State Department of Education to continue its improvement. Three Teacher Specialists worked with grades 1-3 on improving instruction, utilizing best teaching practices, and curricular alignment. We implemented Standards in Practice (SIP). First grade piloted Open Court reading series. Implementation of a new math series helped to provide students with more hands-on instruction.

Our school celebrates the strong dedication and commitment of our entire school community and the improvements taking place. By continuing to work closely with our parents and community, we are confident that we will continue to experience improvements as we strive to provide the best educational opportunities for our students.

John DeFelice, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.